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SCHOOL LIFE



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New Government Aids For Teachers • Parents in Search of Education
25 Educational Aims • On The School Crisis • Education Legislation

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education,
U. S. Department of the
Interior, Washington,
D. C., for published
information on—

Nursery-Kindergarten-
Primary Education

Elementary Education

Secondary Education

Colleges and Professional
Schools

School Finance

School Legislation

Exceptional Child Educa-
tion

Rural School Problems

School Supervision

School Statistics

School Libraries

Educational Research

School Building

Negro Education

Commercial Education

Home Economics

Radio Education

Parent Education

Physical Education

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Foreign Education

Adult Education

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The cover picture of Harold L. Ickes, new Secretary of the Department of the Interior, was drawn by Mr. Sturges, staff artist of the *Christian Science Monitor*, and reproduced in that newspaper March 13. The drawing was furnished the Office of Education for use in *SCHOOL LIFE*. See biography of Secretary Ickes on Page 150.

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ing, Circular No. 82
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No. 76.

OFFICE OF EDUCATION

United States Department of the Interior

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems," and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes *SCHOOL LIFE*, a monthly service, September through June. *SCHOOL LIFE* provides a national perspective of education in the United States. Order its service for one year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 per cent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to *SCHOOL LIFE* to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.

SCHOOL LIFE



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VOLUME XVIII

WASHINGTON, D. C. - APRIL, 1933

NUMBER 8

More Pupils—Less Money

By WALTER H. GAUMNITZ*

A NATION-WIDE survey of what is happening in the schools because of the economic depression has now been completed. Data were received by the United States Office of Education from every State in the Union. From only a few did the returns represent fewer than 20 per cent of the school communities of the State. Statistical summaries of the findings of this survey were recently published as Circulars No. 79 and 80 dealing respectively with the present situation in urban and rural schools. Strictly speaking, it is impossible to keep pace with the present avalanche of school adjustments to falling incomes; all that can be done is to give an occasional still picture. The survey represents such a picture.

Rural and city

These are the facts. Schools are being closed, terms have been cut short, teachers' salaries are being decreased or teachers are entirely dismissed, the pupil-teacher ratios are increasing, and many vital school services such as health education, kindergarten and the like are being curtailed or entirely eliminated. The major causes of these adjustments are the failure of school funds and the constant increase in the burdens placed upon the schools.

For the city schools the average decrease for the United States which has taken place in current expenditures from last year to this is 6.75 per cent or approximately \$73,000,000. For rural schools the latest data available are for a year earlier, namely, the period 1930-31 to 1931-32. The average decrease for the Nation for these schools is 5 per cent, or a

**Nation-wide rural-city survey shows
385,000 more children in school and
nearly \$150,000,000 drop in current
expense budget**

total of approximately \$39,000,000. Indications are that rural-school expenditures were reduced an additional 5 per cent or more during the present year.

The average percentages given above are, of course, not very large but they do not tell the whole story of the crisis now confronting the public schools. These averages naturally involve slight increases in a few localities, no changes in some, and extreme decreases in many others. The schools of such States as New York, New Jersey, and Pennsylvania, have not as yet suffered great cuts in budgets. In fact, if averages are computed for these States they appear as increases, but in no case do such increases exceed 3 per cent. There are, however, 25 States in which the city school budgets have suffered average cuts of more than 10 per cent. In Mississippi these averages reached 29

per cent, in Arizona 25 per cent, in Oklahoma 20 per cent, and in Michigan, New Mexico, and Texas, 18 per cent each.

Cuts

Individual cities such as Douglas, Bisbee, and Jerome, in Arizona, reported budgetary decreases of 27, 35, and 37 per cent, respectively; San Antonio, Tex., shows a decrease of 36 per cent; such Oklahoma cities as Ada, Ponca City, and Oklahoma City show respective cuts in per cents of 31, 27, and 22; in Arkansas, the cities of Warren, Helena, and Marianna show cuts of 29, 30, and 31 per cent, respectively; Wahpeton, N. Dak., reported a cut of 27 per cent; Canton, Ohio, 24 per cent; and Flint and Grand Rapids, Mich., 23 and 22 per cent, respectively. Thus we might go on citing individual cities which have had to make drastic cuts in budgets.

In the county school systems similar reductions are found, but all of them are for a year earlier than those given for city schools. Massachusetts, New Jersey, New York, Pennsylvania, and Rhode Island again show slight increases. Average decreases of as high as 24 per cent are found in Arkansas, 21 per cent in Mississippi, 20 per cent in South Carolina, 18 per cent in North Carolina, and 17 per cent in Utah. Individual counties show reductions in expenditures as high as 58 per cent in Mississippi, 54 per cent in Arkansas, 51 per cent in North Dakota and Michigan, 48 per cent in Indiana, 46 per cent in North Carolina, and 41 per cent in Oregon. From Utah, Minnesota, Illinois, Ohio, South Dakota, South Carolina, Kansas, and Kentucky, certain counties reported reductions exceeding 30 per cent. There are a few

TWO FREE CIRCULARS

No. 79.—Some Effects of the Economic Situation on City Schools, by W. S. Deffenbaugh and E. M. Foster.

No. 80.—Some Effects of the Economic Situation upon Rural Schools, by W. H. Gaumnitz.

Single copies will be supplied free from the Office of Education.

* Specialist in rural-school problems, Office of Education, U. S. Department of the Interior.

States, particularly in the North Atlantic group, in which certain counties show substantial increases in expenditures. They are, of course, the exception, but they illustrate the point that the crisis with respect to available school funds is as yet a matter of localities rather than nation-wide.

School building is practically at a standstill. Reports show that between last year and this year expenditures for capital outlay have been reduced by about 40 per cent for the Nation as a whole. It is estimated that for the 2-year period since 1931 expenditures for school-construction work have been lowered by about 57 per cent. The wisdom of delaying necessary school building at a time of minimum costs for labor and equipment, especially when such postponements mean additional unemployment and additional public relief, may be seriously questioned.

Salaries

When the problem is approached from the standpoint of the cuts which have taken place in teachers' salaries, State averages are found in city schools of 28 and 24 per cent, respectively, for Mississippi and Arizona. In a total of 11 States these averages exceed 15 per cent. For elementary rural teachers, Mississippi shows a salary cut of 32 per cent, for South Dakota of 26 per cent, for North Dakota of 25 per cent, for Arkansas of 24 per cent, and for Michigan and Nebraska 21 per cent each. In a total of 12 States these rural teachers have been cut an average of 15 per cent or more. Of course, individual cities and counties could be cited in which the cuts effected in teachers' salaries greatly exceed those here given as State averages. In some rural communities where salaries are low even in normal times salary reductions of as much as 50 per cent have been reported. Salary cuts have been more general but as a rule not quite to such extremes as those of other current school expenditures.

It must be borne in mind that all these cuts have been made in the face of growing responsibilities on the part of the schools. For the Nation as a whole school enrollments increased during the year by about 385,000 pupils. Most of this increase has come in the high schools, the most expensive portion of our public-school program. The crisis in education consists, therefore, in the extreme budgetary cuts suffered by many local school communities and certain entire States when at the same time the schools have been called upon by society to render additional and more expensive services.

See poem by Mr. Gaumnitz on Page 148.

Schools Suffer in Quake

The earthquake of March 10 in southern California hit school buildings as well as other structures. An Office of Education inquiry brought the following summary of damage to Los Angeles schools. Newspaper dispatches report that only four Long Beach schools escaped serious damage. Schools of Compton, Huntington Park, and other communities in the quake area suffered severely. Fortunately the loss of life was very low.—Editor.

OF THE 364 schools in the Los Angeles City district only 22 suffered serious damage in the earthquake that shook that section of California on the evening of March 10. The remaining 342 schools, some few of which showed slight damage, will be ready for use within the week set aside for the Easter vacation, which was advanced from April 10 to allow structural engineers and contractors to carry forward investigation and repairs. It is estimated that the damage will approximate \$1,000,000.

While the city of Los Angeles suffered only in a minor way, largely through such damage as shattered glass in display windows and cracked plaster, the school district, which extends over an area more than twice that of the city itself, experienced a heavier loss.

In this, as in all other earthquake disturbances, some areas suffered more than others. It was in these sections that school buildings paid the heaviest toll. Freakish in character, as is usual in affected zones, it was some of the most recently built structures that showed the greatest damage. Other buildings of the same materials and type, and less than ten blocks distant, did not reveal even a picture on the walls hanging askew.

Discussing the damage suffered some three days after the disaster, William E. Record, business manager for the board of education, seemed to feel that nothing less than "earthquake-proof" construction, which is almost prohibitive in cost, would have come through the experience undamaged.

Modernizing Rural School Courses

ASK ANY well-trained teacher in one of these better rural schools to-day what her chief problems are and she will probably tell you, "There are too many classes. Besides, I don't have time to use some of the newer methods of organizing material to meet the children's real needs and interests. If I try to combine my classes to make more time, the children can not work together profitably because the subject matter is not equally suitable for the different classes combined."

To these obstacles which confront 148,000 teachers in the United States' 1-teacher schools Fannie W. Dunn and Effie G. Bathurst, Teachers College, Columbia University, addressed themselves. Following 10 years of experimental work in the Quaker Grove school, Warren County, N. J., and in the rural schools of Wilton Township, Conn., they offer "Social Studies for Rural Schools."

Social studies include history, geography, and industrial arts. In this experimental plan they are organized on a 3-year rotation for each of three groups of grades. A common focus of interest in the activities of the children and the social life of the community is preserved for the entire school.

The plan is so flexible that the entire school can work upon a common problem or can divide into groups. It enables each child or groups of children to contribute to the school's work. Younger children can receive assistance from older children. A child who develops slowly may complete the curriculum in 9 years without a failure. A superior child may finish in 7 or 8 years; a highly superior child in 6 years.

Each proposed unit of the curriculum contains (1) suggested statement of objectives, (2) suggested approaches, (3) class, committee and individual activities, and (4) suggested methods for children's summaries.

This experimental curriculum has been prepared in five mimeographed parts:

Guide and General Outline, 66 pp., and *Outlined Plan of Course*, 12 pp.; *Homes in Early Times and Now*, 67 pp.; *Bibliography*, 20 pp.; and *Outlined Plan of Course*, 11 pp.; *How the World Gets Food*, 72 pp.; *Bibliography*, 20 pp.; and *Outlined Plan of Course*, 11 pp.; *Agriculture in World Civilization*, pp. 75-230; *Bibliography*, 23 pp.; and *Outlined Plan of Course*, 9 pp.; *Our Changing World*, pp. 69-339; *Bibliography*, 23 pp.; and *Outlined Plan of Course*, 8 pp.

The course may be obtained from Fannie W. Dunn, Teachers College, Columbia University, New York City.

—MINA M. LANGVICK

What They Said at Minneapolis

Answers to critics

I PROTEST the current attempt to make socio-educational leadership the scapegoat for the sins of economic leadership! . . . Throughout the Nation we are trying to balance budgets by cutting the very heart out of the only things that make government a creative social agency."—*Pres. Glenn Frank, University of Wisconsin.*

"It has been proposed that the regional agencies should suspend their standards during this period. I have no sympathy with any such proposal unless it is agreed that the standards have possessed no great degree of validity during the past decade. If the regional associations were to declare a moratorium, the secondary schools would be at the mercy of persons who have no interest in providing an adequate program of secondary school instruction."—*Dean J. B. Edmonson, University of Michigan.*

"Economy is nothing new in the schoolmaster's vocabulary. He has been practicing it for years."—*Pres. Lotus D. Coffman, University of Minnesota.*

Self criticism

"A continuance of the present situation (oversupply of teachers) will mean inevitably that salary schedules will be destroyed."—*Paul C. Stetson, superintendent, Indianapolis, Ind.*

"Testing is useful chiefly after discovery and invention have been carried on. In our educational research we have reversed the order and the emphasis. We have perfected measurement to a high degree but we have not had very much to measure."—*Prof. Frank N. Freeman, University of Chicago.*

"When I find that more than three-fourths of the high-school work of 1,000 prospective teachers has been in the fields of English, foreign languages, mathematics, and history, and that approximately a third of their college work is in these fields rather remote from present-day problems, I wonder whether we shall prove also to be without preparation for the leadership which the age demands."—*William John Cooper, United States Commissioner of Education.*

"We have promised more than the school, as it exists, could deliver."—*Clyde R. Miller, Teachers College, Columbia University.*

"The pioneer had mosquitoes but he was free from questionnaires,"—*E. C. Hartwell, superintendent, Buffalo, N. Y.*

Wisdom on the wing

"The people sometimes vote their social interests or their religious interests. Just now they are voting their economic interests."—*O. H. Plenzke, president, Wisconsin State Teachers Association.*

"Our interests as teachers are one with those of other persons. . . . Society could not exist without the farmers, and the workers in factories and shops. All the groups alike are victims of anti-social forces."—*Prof. John Dewey, Teachers College, Columbia University.*

RESOLUTIONS IN BRIEF

Equal educational opportunity.

Wide base for school taxes.

Equitable taxes best way of paying for public works, including education.

Emergency loans from R. F. C.

Greater emphasis on the social studies.

National council on social-economic planning.

Education should be represented on council.

Federal educational agencies should be coordinated.

"We commend most highly the present Office of Education and the recent advancement in its more efficient organization and management."

Open schools to unemployed youth.

If Federal Government takes a hand let the Office of Education plan program of activities.

Gratitude to agencies friendly to schools, A. F. of L. in particular.

Pacific settlement of international problems.

Gratitude for Conference on Crisis in Education.

No indiscriminating sacrifices should be imposed on schools in depression.

"Have you heard of many individuals going wrong while at work or while in school? . . . A national survey of arrests showed that 80 per cent listed were made for misdemeanors committed during leisure hours . . . Leisure is a great by-product of the machine . . . Are we going to make it a detriment or a blessing?"—*Dorothy Enderis, director, extension department, Milwaukee, Wis.*

Progressive education

"The present American educational system is a definite handicap to the development of growing, intelligent individuals."—*Frederick L. Redefor, executive secretary, Progressive Education Association, Washington, D. C.*

"The progressive education movement is characterized by three things: First, it is an institutional movement as well as a body of organized doctrine; second, it has become a kind of cult; third, its doctrines have become solidified and have not been subjected to careful examination and evaluation."—*Prof. Frank N. Freeman, University of Chicago.*

Federal participation

Office of Education investigations were reported at the convention by staff and survey workers: W. H. Gaumnitz told the effects of the economic situation on rural and city schools; David Segel, differential prediction of ability on the college level; United States Commissioner of Education, William John Cooper, six speeches at various meetings; Alice Barrows, national council on school building problems; Carl A. Jessen, problems of the secondary school; B. W. Frazier, report on teacher education survey; Bess Goodykoontz, assistant commissioner of education, supervision for elementary principals which will mean a step forward in education; Lewis R. Alderman, adult education under public auspices; Fred J. Kelly, research in higher education and other subjects; Emeline Whitcomb, emergency services of home economics department.

Results of the three national surveys—secondary education, finance, and teacher education—received wide attention. Many survey staff members spoke.

Grayson Kefauver, formerly of the secondary education survey staff, read Dean Cubberley's paper before the general session. Just before the convention it was announced that Doctor Kefauver had been named to succeed Dean Cubberley at Stanford.



50 Chickens for a Piano

STANDISH, MICH.,
November 12, 1932.

DEAR MR. MADDY:

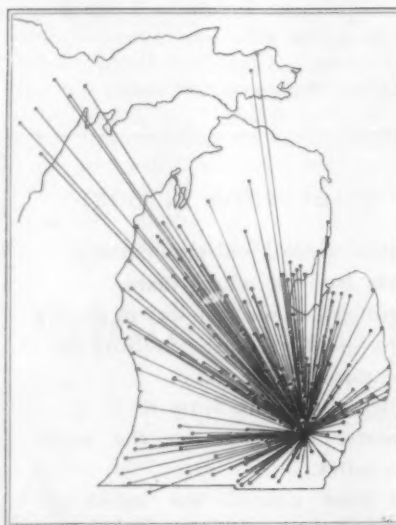
It was at Turner, a year ago, that the school board refused to permit a radio to be installed, but after hearing your broadcasts and your combined last year's radio class play such lovely music at their commencement exercises last June, a change has taken place. They have now an orchestra of 21, a radio in the school, and a piano.

It might be of interest to you to know how they are getting their piano. The youngsters are trading 50 chickens for a second-hand piano in Bay City. Fifty youngsters each brought a chicken from home to get their piano.

Your friend,

CALVIN ENNES, County Supt.

The above letter comes from the extensive correspondence between Prof.



Joseph E. Maddy and the hundreds of schools throughout Michigan and neighboring States which are receiving radio instruction in instrumental music from Ann Arbor.

SCHOOL LIFE for September, 1931, reported the unusual achievement by which Professor Maddy taught 3,800 pupils to play band music.

Professor Maddy repeated last fall the radio course in the playing of all band instruments. Booklets giving essential information and necessary music were requested by 18,000 pupils. This semester he has given a radio course for string instruments, violin, viola, cello, and string bass. Thousands of pupils have registered for this instruction given at 2 to 2.30 every afternoon.

The accompanying diagram shows the location in Michigan of the classes which
(Turn to p. 152)



Photographs furnished by Prof. Joseph E. Maddy

Looking at Education

The Legion, Grange, and churches give views

OF 17 ARTICLES summarizing the general position taken in a new statement of "Social Ideals of the Churches" unanimously approved by a recent quadrennial meeting of the federal council, two pertain specifically to education. It was reported that churches should stand for: "Abolition of child labor; adequate provision for the protection, education, spiritual nurture and wholesome recreation of every child, as well as 'Protection of the family by the single standard of purity; educational preparation for marriage, home-making and parenthood.'" A full statement of the social ideals is contained in the Federal Council Bulletin, January issue.

National Grange

Our attitude in coming before this group is to assist in preserving our school standards. We are facing an emergency. That emergency can be met in one of two ways; one is through retrenchment, and the other is through replenishing the funds for school purposes from some source other than that source which has failed.

One thing we do know, and that is that, in spite of all the efforts we might make to replenish the sources of income, retrenchment is necessary and retrenchment will come. It is an unpleasant fact, retrenchment is always painful, but if retrenchment is to come on a sound basis it can best be brought about by those experts who have devoted their lives to education and can point out where it can best come; and if we fail in a group of this kind to do that very thing, retrenchment will come through the bungling efforts of legislators throughout the Nation.

One thing that we have found throughout America is a very great discrepancy in the amount of financial support which the various schools and school districts have. In my own State we have one district with an assessed valuation of \$162,000 for every school child in the district, and a levy of one-half mill provides sufficient money and more money than is necessary for education within that district, while at the other extreme we have one district with an assessed valuation of but \$743 per census child. Obviously, if conditions like that prevail throughout the country, one of the things which can be done at this time is to find ways of centralizing support by county, by State, and, as has been suggested, by the Federal Government so that there may be an equalization of educational opportunities;

and we believe that there are many areas in America which are poor in school children that can well afford to contribute their quota to meeting the emergency which now exists throughout the most of America.

I think North Carolina has led the way in taking all the roads of the State under the support of the State government and going out into the rural communities, into the small industrial centers, and taking the burden of property taxation off the property owners there and putting it onto the license fee and the gas tax; and then, by having relieved the property owner directly of taxes which have gone to roads, they have been able to divert a portion of that saving to the support of schools. Again, they have made a very decided advance by taking a very large portion of the support of schools upon the State government through a tax upon property which, if you please, was relieved from a road tax.

We have felt that there should be a greater centralization of support. The education of our people, we have felt, is a duty of government, not of local government alone, not of State government alone, but a duty of the National Government, and we have felt that the little farmer or miner, or whatever his occupation might be, out in the outskirts of civilization is entitled to an education for his children because he is a part of our whole economic structure. If he be raising sheep up in the Blue Mountains of Idaho, or if he be doing something else which takes him away and apart from his fellowmen, he is adding to the welfare and to the wealth of the Nation and we believe that this National Government should do its part in recognizing this man's contribution to the Nation and help in the support of education of his children.

Increasingly the wealth of the Nation is being concentrated in our large industrial centers and our large financial centers. Increasingly the great economic changes in our national life are drawing the wealth from every county, from every hamlet all over the Nation to these great centers, and it is becoming increasingly difficult for the local taxing groups to carry the burden of government and the burden of education by reason of this constant drain. We believe that there is but one way of attacking that problem thoroughly and justly, and that is through Federal taxation of incomes and distributing a portion of that tax money back to the territory from which it came on the basis of the educational requirements. It is con-

stitutional because it is now being done; equitable because each little hamlet and community that is contributing to the wealth of the Nation is then getting back a portion of that contribution; and whether that money comes from an income tax, or whether it comes from tariff, or whether it comes from whatever source the Federal funds are raised, it is a sound and just principle that with the concentration of wealth the Federal Government should offset that evil by distributing the burden of taxation in helping to maintain our schools.—Statement by CHARLES S. GOSS, Chairman, executive committee, National Grange, before President's conference.

American Legion

The creed of the American Legion on education can be summarized in these words: Proper education builds character and ideals which are the first requisites of good citizenship.

The support of our schools, both financially and in spirit, is as important to the future welfare of our Nation as the maintenance and safeguarding of American institutions in other ways. I am especially mindful of the high and purposeful aims that actuate the great body of our teachers in training our young people to become true and loyal American citizens. Every American should deeply appreciate the sacrifices which too often these teachers are called upon to make.

The American Legion is deeply and vitally interested in the making of loyal Americans and is very conscious of the fact that the schools of our country must bear the burden of starting our young people on the right road. It is the ambition of the American Legion, whenever possible, to cooperate in any way to advance the work of our schools and to bring about the appreciation of our citizens for the sincerity of purpose which our teachers give to their work.

In this time of economic distress, it is particularly important that full support be given the education of our children, which in many ways, is as necessary for the future progress of our country as the care of their health, which likewise is a difficult problem in many families and communities at this time. A healthy body is inductive of a healthy mind, but it also is true that a healthy body without an educated mind will be unable to assume its rightful responsibilities of citizenship.—LOUIS A. JOHNSON, national commander, the American Legion, in the Wisconsin Journal of Education, February, 1933.

Education Legislation in Congress

SCHOOL LIFE presents a new service to readers—summaries of Federal legislation pertaining to education, which will be prepared by L. A. Kalbach, Chief Clerk, Office of Education.

H. R. 32.

Authorizing the Secretary of the Navy to appoint a board of three naval officers to investigate sites for the establishment of a Pacific coast branch of the U. S. Naval Academy and to submit recommendations. Introduced March 9, 1933, by Mr. Evans of California and referred to the Committee on Naval Affairs.

H. R. 49.

Authorizing the Reconstruction Finance Corporation to make loans to private colleges, universities, and institutions of higher learning to aid in financing of dormitories and other self-liquidating projects, in refunding of funded debt upon dormitories and other self-liquidating projects, and in refunding student loans. Introduced March 9, 1933, by Mr. Guyer of Kansas and referred to Committee on Banking and Currency.

H. R. 58.

Authorizing the Secretary of Agriculture to permit the occupancy and use of national-forest lands for recreation, educational, and other purposes. Introduced March 9, 1933, by Mr. Martin of Oregon and referred to Committee on Agriculture.

H. R. 85.

Authorizes an appropriation of \$140,000 for assistance to three public-school boards in North Dakota upon condition that all Indian children of Fort Berthold Indian Reservation shall be admitted to the schools of the three districts on an equality with white children. Introduced March 9, 1933, by Mr. Sinclair of North Dakota and referred to Committee on Indian Affairs.

H. R. 127.

Corporations created in the District of Columbia for educational and other specified purposes are authorized to hold real and personal property without regard to the amount of the clear annual incomes derived from such property. Introduced March 9, 1933, by Mr. Harlan of Ohio and referred to Committee on the District of Columbia.

H. R. 1524.

Authorizing the Federal Board for Vocational Education to cooperate with the

States in the care, treatment, education, vocational guidance and placement, and physical rehabilitation of crippled children. The bill authorizes an appropriation of \$2,000,000 for the first year which amount would be increased to \$3,000,000 for the second year, \$4,000,000 for the third year, and \$5,000,000 for the fourth year. Five per cent of the said amounts would be made available for the expenses of the Federal Board for Vocational Education. Introduced March 9, 1933, by Mr. Fulmer of South Carolina and referred to Committee on Education.

H. R. 1576.

Providing a nautical school at New Orleans, La. Would authorize the Secretary of the Navy to furnish a suitable vessel and necessary equipment, and to aid in maintaining such school would authorize an annual appropriation of Federal funds not exceeding \$25,000. Introduced March 9, 1933, by Mr. Fernandez of Louisiana and referred to Committee on Naval Affairs.

H. R. 1631.

Provides for the establishment of the University of the United States to be governed by a board of regents and a university council. The board of regents would consist of the President of the United States, Chief Justice of the United States, Commissioner of Education, Secretary of the Smithsonian Institution, the president of the university, and representatives, one each, from the National Academy of Sciences, National Education Association, American Association for the Advancement of Science, American Association of Agricultural Colleges and Experiment Stations, American Social Science Association, American Bar Association, American Medical Association, American Historical Association, Washington Academy of Sciences and the Carnegie Institution, together with five other citizens of the United States to be appointed by the President of the United States, by and with the advice and consent of the Senate.

The university council would consist of the board of regents and of representatives, one each, from all institutions of learning having 100 or more graduate students holding degrees at least equal to that of bachelor of arts and pursuing regular graduate courses of study whose full term is not less than three years, such representatives to be appointed by the governing bodies of the several institutions.

Admission to full membership in the university would be restricted to persons having at least such attainments as are represented by the degree of master of arts or its equivalent, but lectures and other opportunities would be open to all who may be deemed competent to use them.

Would authorize the appropriation of \$25,000, the amount of George Washington's bequest for a national university, plus interest thereon at 5 per cent, compounded annually, from July 9, 1799, to the date of the passage of this act, and \$1,000,000 annually thereafter. Introduced March 9, 1933, by Mr. Kelly of Pennsylvania and referred to the Committee on Education.

H. R. 1668.

Authorizing loans by the Reconstruction Finance Corporation of funds to States, cities, and other political subdivisions for providing food to underfed and undernourished children in public, private, and parochial schools. Introduced March 9, 1933, by Mr. McLeod of Michigan and referred to Committee on Banking and Currency.

H. R. 2822.

Provides for the establishment of a national seminary for the education of the blind. Introduced March 10, 1933, by Mr. Boylan of New York and referred to Committee on Education.

H. R. 2834.

Authorizes the United States Naval Academy, United States Military Academy, and United States Coast Guard Academy to confer upon their graduates the degree of bachelor of science. Introduced March 10, 1933, by Mr. Knutson of Minnesota and referred to Committee on Military Affairs.

S. 12.

Provides for an annual appropriation of \$100,000,000 for a period of two years to be paid to the States for the purpose of cooperating with the States in payment of salaries of teachers, supervisors, and principals, and other current expenses of elementary schools in rural communities on condition that each State provide from its State treasury a sum equal to the amount allotted from the Federal Treasury. The act would be administered by the Department of the Interior. Introduced March 10, 1933, by Mr. Nye of North Dakota and referred to Committee on Education and Labor.

—L. A. KALBACH.

Parents in Search of Education

How various agencies are helping them to find it

By ELLEN C. LOMBARD*

FATHERS AND MOTHERS are casting aside the shackling customs by which other generations bound parents. The modern parent does not bundle up the baby in flannels, or urge James to show-off before the visitors, or threaten Carolyn with the policeman.

On the contrary, modern parents are changing their attitudes and methods of dealing with the problems of childhood. They no longer put as much trust in grandmother's cure-alls. They are substituting tested knowledge for traditional family practices.

The revolution in the attitude of parents toward the work of being a parent has resulted in the demand for parent education. Fathers and mothers are now seeking expert guidance in the solution of their home problems.

Where do they find this guidance? Where are they seeking condensed reliable information?

Within the last 10 years many institutions have responded to these new demands; colleges and universities, State departments of education, nursery schools, public schools, churches, and clubs. In some States all agencies engaged in filling this new demand are cooperating through State councils on parent education.

Let us see what three institutions are doing for the twentieth century father and mother who, for their own sake and their children's sake, are trying to make parenthood both a profession and an art; (1) colleges and universities, (2) State departments of education, (3) State departments of health.

Colleges and Universities

Sixty-four colleges and universities offer parent education courses. These include courses in leadership of groups. Growth of study clubs and of the P. T. A. to a membership of more than 1,000,000 has created a demand for training in skill in handling groups. Courses in home economics, which are turning toward child care and homemaking, also present education opportunities for parents. Institutions which maintain nursery schools use them for parent education.

Columbia University's program for training leaders in parent education work

* Specialist in parent education, Office of Education, U.S. Department of the Interior.

reveals the growth of the movement. It includes in part: Major course in child development and parent education, courses in parent-child relationships, field work in parent education, physical development of children, practice with children, philosophy of education, advanced educational psychology, sociology of family life, mental adjustments, psychology of adolescence, and the relation of household arts to family welfare.

Other campus and extension courses that serve the needs of parents are open to graduate and undergraduate students, teachers in service, leaders, and parents.

In State departments

Forty-five colleges and universities offered full or short courses or held conferences on parent education during the 1932 summer session. During the coming



Courtesy Iowa Child Welfare Research Station, State University of Iowa.

A mother learns about her child from one who has studied about children and their activities

summer the University of Maryland will hold its first conference in this field.

California and New York State departments of education have conducted vigorous parent education programs. Other States which have inaugurated this work are Oklahoma, Arkansas, Nebraska, Idaho, and Delaware.

Public expenditures by various States for the development of this field of education have been supplemented by funds from private agencies. Grants made by one foundation in the last eight years total more than \$7,000,000.

The Federal Government has also lent its aid. Funds matched by State appropriations support programs of home-making education, of which parent education

is now a considerable part. This work has been developed in accordance with the Smith-Hughes and George-Reed Acts.

Preceding the launching of parent-education programs in New York and California there had been a long period of vigorous promotion. Parents were organized in parent-teacher associations and other groups. These groups created the widespread demand for a new type of education which no institution was at the time prepared to satisfy.

For information on the California program see "Parent Education in California" in *SCHOOL LIFE*, September, 1932.

In the State of New York the objective of the division of child development and parental education has been to carry the state-wide program temporarily under special funds from a grant and eventually by State support. The division's annual budget since 1928 has been \$16,000.

Other public and private agencies whose parent-education work has also been supported by grants are cooperating. These include Cornell University's College of Home Economics, Vassar College's Institute of Euthenics, University of Rochester, State College for Teachers at Albany, a few boards of education, and the joint committee on lay leadership and parental education. In addition Columbia University and the Child Study Association of America, both operating under funds from grants, cooperate in a major project in parent education in New York City.

The New York State Department of Education has coordinated efforts, given assistance in training teachers in service, trained lay leaders, created groups and courses, and conducted research.

Experimental centers in parent's study groups have been established in public-school systems with the State department's cooperation. Last year 20 cities or towns reported projects in progress either under funds from a grant (Albany and Rochester), or under public-school funds (Amsterdam, Binghamton, Syracuse) or with support of local parent-teacher associations (Freeport, Glens Falls, Jamestown, Medina, Long Island). The State department reports a 370.7 per cent increase during the last two years in the number of all types of parents' groups supported by public money either through taxation or local funds. In 1931-32, 10,626 New York parents were enrolled for parent education.

Vital statistics, quarantines, and sanitation are not the only work of State health departments. They are also engaged in practical parent education.

State, county, and city health agencies are helping parents to know how to care for children through health study classes, parent education classes, mothers' correspondence courses, group conferences, adult health clubs, home visits, demonstrations, individual conferences and interviews with parents, and clinics conducted by physicians or nurses.

Health officials also cooperate in summer "round-ups" well-baby conferences, and other community health activities.

While maternity and infancy service conducted under Federal subsidy ceased in 1929, many States continued the work under State funds. Health centers, health conferences, classes in infant and maternal care, and other activities give evidence of the Federal Government's work for the seven years of its existence under the Maternity and Infancy Act.

In Alabama 52 county health departments carried programs which included parent education through home visits, group instruction, and clinic service.

In rural sections of New York State family health conferences reached more than 5,000 parents. Through letters, individual conferences, mothers' classes, prenatal letters, and various types of literature, more than 275,000 mothers were instructed in 1931-32, according to reports.

Two States, West Virginia and Virginia, report correspondence courses for mothers. In West Virginia 12,824 mothers were enrolled in two years and in addition to this, adult-health study classes, home visits, demonstrations, interviews, and literature, aided thousands of parents.

Florida State Board of Health reports parent education classes in which 3,270 parents were enrolled in 115 classes for a total of 501 lessons on the subjects of health, habit formation, emotions, and adolescence during the past two years.

Many State departments of health issue monthly prenatal letters of instruction to mothers and leaflets on diet for the young child, care of the baby, and diet charts for the child at various periods of growth, physical standards, good posture, and dental care. Among the States offering some, if not all, such publications are California, Maryland, New York, Pennsylvania, Rhode Island, Texas, and Kentucky.

Lesson topics or outlines of courses for class work have been issued by a number of State departments. Among them are Mississippi, Arkansas, Florida, Indiana, and Texas. Some of these are outlines in hygiene, maternal and infant care, or other aspects of health education for parents.

School Board's Dilemma*

Which shall it be? Which shall it be?
I looked at the board—they looked at me.
Tired, patient men, they trust me yet,
Through this depression's woe and fret.
"Now tell us plain," the chairman urged,
"We'll see all unessentials purged.
Heroic times are these, my man,
All fads and fancies we shall ban.
Each service we'll review with care,
To every claim be just and fair,
And when we find one overrated
'Twill surely be eliminated.
A balanced budget must be filed,
We'll cut our cloth to fit our child."
The kindergarten first was mentioned,
The board was soon in great dissension.
Then I suggested health instruction,
And louder grew the storm and ruction.
Then supervision claimed our thought,
On this a compromise we sought.
When on its worth I cast a doubt
Some staunch defenders raised a shout.
Then teachers' salaries were reviewed
But watchful lobbies proved too shrewd.
"Indigent children," some one said,
"Should schools afford them milk and bread?"

The lame, the deaf, the unendowed,"
And then his head with shame was bowed.
"Dare we withhold from one of these
The school's belated ministries?"
And on and on into the night
The board and I with main and might
Strove valiantly for a solution
To meet the budget's diminution.
The list of "frills" with care was run,
How could we spare a single one?
I looked at them—they looked at me.
Which shall it be? Which shall it be?

* In an attempt to advise with school authorities concerning how and where retrenchments can be made to balance school budgets there came to mind a poem by Ethel Lynn Beers entitled "Which Shall It Be?" It appeared some years ago in Osgood's Reader. It describes fairly well a dilemma similar to the one in which school officers now find themselves. According to the poem the parents of a poverty-stricken family had an offer of a house and an income in return for the complete surrender of one of their children. They found, as they went from one bed to another where lay their seven children that, from the smallest to the largest, each child had characteristics of worth so endearing that they could not bring themselves to make a decision as to which could be spared.

—W. H. GAUMNITZ.

★ Recent Theses in Education ★

THE Library of the Office of Education is collecting doctor's and outstanding master's theses in education, which will be available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses will be given each month.

Compiled by RUTH A. GRAY

Library Division, Office of Education

ARNETT, CLAUDE E. Social beliefs and attitudes of American school board members. Doctor's, 1932. Columbia University. Emporia, Kans., Emporia Gazette Press, 1932. 237 p.

BOWIE, ARTHUR. The curricula of the new schools, here and abroad: A comparative study. Master's, 1931. New York University. 52 p. ms.

BURFORD, LORENZO S. The social and economic status of Negro high school students in northeastern North Carolina. Master's, 1932. Hampton Institute. 50 p. ms.

CLARK, CLARENCE C. Sound motion pictures as an aid in classroom teaching: A comparative study of their effectiveness at the junior college level of instruction. Doctor's, 1932. New York University. 135 p. ms.

COMSTOCK, LULA MAE. A comparison of the educational systems of New England and the lower South. Master's, 1932. American University. 164 p. ms.

CRUTTENDEN, EDWIN W. A comparison between the contract and recitation methods of teaching plane geometry. Master's, 1932. Pennsylvania State College. 36 p. ms.

DEAN, COUNCIL. A study of the tenure, training, salary, sex, age, experience, and position of Arkansas teachers and of the wealth of counties, size of towns, and types of schools in that State. Doctor's, 1931. New York University. 107 p. ms.

EGAN, EULA PEARL. The effect of fore-exercises on test reliability. Doctor's, 1931. George Peabody College for Teachers. 1932. 37 p. (Contribution to education, No. 98.)

GLOVER, JOHN GEORGE. Functional organization of purchasing in university administration. Doctor's, 1932. New York University. 205 p. ms.

HENDERSON, CARRIE M. Home economics for boys, a survey of the work in the public schools, colleges, and universities of the United States. Master's, 1932. New York University. 118 p. ms.

HIGGINS, JAMES LEO. A survey of commercial education in public secondary schools in Connecticut. Master's, 1932. Boston University. 128 p. ms.

HOLMSTEDT, RALEIGH W. A study of the effects of the teacher tenure law in New Jersey. Doctor's, 1932. Teachers College, Columbia University. 1932. 111 p. (Contributions to education, No. 526.)

HUBBARD, FRANK WILLIAM. Teacher demand and supply in the public elementary and secondary schools of the United States. Doctor's, 1931. Teachers College, Columbia University. Washington, D. C., National Education Association, 1931. 100 p.

HUGHES, DOROTHY T. A study of the musical taste of junior high school students in relation to environmental influences. A study of the musical tastes of 762 junior high school students, with emphasis on the significance of music in the worthy use of leisure. Master's, 1932. New York University. 137 p. ms.

MATZEN, JOHN M. State constitutional provisions for education; fundamental attitude of the American people regarding education as revealed by State constitutional provisions, 1776-1929. Doctor's, 1931. Teachers College, Columbia University. 1931. 160 p. (Contributions to education, No. 462.)

Education Abroad

By JAMES F. ABEL*

OF ALL the education projects in the world that of India ranks in magnitude second only to that of China; in difficulty and complexity it is first. India is a sub-continent as large as Europe excluding Russia. Its population in 1931 was 352,837,778—much over a hundred millions more than the population of North and South America combined. From 1921 to 1931 the increase was 10.6 per cent, or 33,895,298, almost equal to a nation as large as France. Nine major and several minor religious groups espouse their different beliefs; 225 classified languages are spoken; literacy among men over 10 years of age is some 16 per cent; among women it is about 2.5 per cent. The peoples range from those of highest intelligence and tradition to still primitive savages who live by hunting and gathering forest produce.

India's progress

The present education system has been in the making for 80 years. Statistically in 1930-31 it reached the following proportions:

Kind of institution	Number	Students
Universities.....	16	8,189
Arts colleges.....	244	66,837
Professional colleges.....	73	17,002
High schools.....	3,036	930,186
Middle schools.....	10,545	1,356,225
Primary schools.....	204,384	9,362,748
Special schools.....	8,891	315,650
Total.....	227,180	12,056,837
Unrecognized schools ¹	34,879	632,249
Total.....	262,068	12,689,086

¹ Give only elementary religious instruction.

The expenditure was 283,161,446 rupees or, counting the rupee at par, \$103,353,928.

Twelve and one-half millions of students represent 5 per cent of the population of British India. To be proportionally on a par with several others of the larger countries British India and the Indian States together should have at least 50 millions under some kind of organized instruction.

Inadequate as the present provision for education really is, nevertheless since 1900 it has been advancing with remarkable rapidity. If the rate of progress can be renewed and maintained—it has slackened

somewhat because of the depression—India's human training project can reach a point of real magnificence. To illustrate this growth we offer data for the last year of each decade beginning with 1901-2.

	1901-2	1911-12	1921-22	1930-31
Institutions.....	147,703	176,225	208,106	262,068
Students.....	4,521,900	6,780,721	8,381,350	12,689,086
Expenditure.....	40,121,462	78,592,606	183,732,969	283,161,446

In 30 years the number of institutions has almost doubled, the number of students trebled, and the expenditure more than multiplied by seven.

Education in the Spanish constitution

The nation will give aid to the infirm and the aged, and to the protection of maternity and of infancy, having in view the Declaration of Geneva or charter of rights of the child.

With this paragraph, the constitution of the new Spanish Republic turns into law the Declaration of Geneva on the rights of the child, indorsed by the League of Nations, September 26, 1924. Most of the constitutions, especially in Europe, adopted since the World War have laid much emphasis on education, the care of mothers and children, the protection of language and religious minorities, and the preservation of the historic and artistic wealth of the country. The Spanish constitution of December 9, 1931, is no exception; rather it does more than the others in its adoption of the children's charter, its curt declaration that "Spain renounces war as an instrument of national policy," and its special provisions for the care of rural folk and fishermen.

The service of culture becomes an essential attribute of the nation to be guarded by a unified lay school system. Churches have the right, subject to national inspection, to teach their respective doctrines in their own establishments. Primary instruction must be free (without tuition charges) and obligatory. The republic will pass such laws as will open every level of instruction to poor but capable young people. All teachers and professors become public officials.

Evidently the Spanish Government has in mind a strongly centralized and nationally controlled public-school system, for article 49 reads:

The granting of academic and professional titles belongs exclusively to the nation, which will establish the examinations and requisites necessary to attain them even in those cases in which the certificates of studies come from centers of instruction in autonomous regions. A law of public instruction will determine the pupil age for each grade, the duration of the terms of study, the content of the pedagogical plans and the conditions in which instruction may be authorized in private establishments.

The situation in Catalonia called for some minority language guarantees. Castilian is the official language but "autonomous regions may organize instruction in their respective languages in accordance with rights that may be conceded to them in the statutes." Nevertheless the study of the Castilian tongue is obligatory and it will be used as a medium of instruction in all the centers of primary and secondary instruction in the autonomous regions. Into these regions the national authority may enter and maintain or create teaching institutions of all grades in which the official language is used.

To assure the carrying out of the educational plans, the constitution provides that the national government shall set up a supreme inspection of education throughout all the national area. Finally, there is the unusual provision that—

The nation will attend to the cultural expansion of Spain by establishing delegations and centers of study and teaching in foreign countries and especially in those of Spanish America.

But these mere figures do not at all indicate the many ways in which the schools have broadened and strengthened their work and increased their influence and service. Education for girls and women though still pitifully inadequate is making headway and the determined opposition to it is gradually weakening. The attitude toward the depressed classes is much improved. Compulsory attendance is being adopted in some areas where the accommodation is approximately enough for the children of school age. Agricultural, vocational, and technical education are becoming strong integral parts of the system. The universities were reorganized following a careful survey of the University of Calcutta and the levels of higher education have been raised. The situation with regard to the use of the vernaculars and English as languages of instruction is becoming more settled and knowledge of the psychology of teaching and learning languages is being built up by research and experiment.

The tenth quinquennial review (1927-1932) of education in India should soon be off the press. We await it with interest.

* Chief, Foreign School Systems Division, Office of Education, U.S. Department of the Interior.

SCHOOL LIFE

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JOHN H. LLOYD

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

APRIL, 1933

SECRETARY ICKES

HAROLD L. ICKES, who now presides over the United States Department of the Interior and therefore directs activities of the Federal Office of Education through the commissioner of education, was at one time a public-school teacher. After completing a 4-year course at Englewood High School, Chicago, in three years, he worked his way through the University of Chicago, mainly by teaching in the public night schools, graduating in 1897 with an A. B. degree.

Born near Hollidaysburg, Pa., March 15, 1874, Harold Ickes lived in Blair County until he was 16 years old. Upon the death of his mother he went to Chicago to live with an aunt. After college, Mr. Ickes worked as reporter and editor on the Chicago Record, Chicago Tribune and Chronicle, and the Philadelphia Record. Wishing to become a lawyer he returned to the University of Chicago and was graduated from the law school *cum laude* with the degree of J. D., in 1907. Since his senior college year, Mr. Ickes has been very actively engaged in national, State, and local political activities. During the World War he served with the 35th Division Y. M. C. A., in Alsace-Lorraine and in the Argonne drive. He returned to Chicago after the armistice.

Secretary Ickes has many affiliations, including those with the American Bar Association, Phi Delta Theta and Phi Delta Phi fraternities, and the University Club of Chicago. He likes tennis and is extremely fond of gardening, specializing in the cultivation of dahlias. He originated and patented the Anna W. Ickes dahlia. Another of his hobbies is stamp collecting.

Mrs. Ickes is a member of the Illinois State Legislature, serving a third term. They have four children, three sons and a daughter. The two younger sons are

W HATEVER ELSE these days may mean or bring, surely they call us to provide more adequate training for childhood and youth if we may hope for the dawn of a brighter and braver to-morrow. The future of the Nation rests with the children. If we fail in providing for them an adequate intellectual, moral, and spiritual training, we shall fail the Nation for the days to come. Whatever curtailment may come in our Federal and State enterprises, let it not be in the schools. If we fail, the future of the Nation is utterly hopeless. To curtail the service of public education, to eliminate any portion of its program, or to close any of its activities is as nearsighted as it is tragic. God forbid we should trail in dust the hopes of to-morrow by failing the childhood of the Nation to-day! REV. JAMES R. SIZOO, Washington, D. C., in *American Education Week* address over NBC network.

Raymond, a sophomore at the University of Chicago; and Robert, a freshman at Lake Forest College.

MAY DAY—CHILD HEALTH DAY

ONE DAY OF THE YEAR the United States flag is unfurled on all Government buildings and in other public places as a mark of tribute to America's children, and to awaken the Nation's people to the necessity of a year-round program in the interest of child protection and development of physical and mental health for our boys and girls. This day is May 1, set aside by resolution of the United States Senate and House of Representatives in 1928 as Child Health Day. By Presidential proclamation Government officials and the people of the United States generally have been requested to observe May Day again this year, State health officers, superintendents, and teachers are making plans to make this year's observance a most impressive one. An appropriate slogan, "Mothers and Babies First" has been adopted for the 1933 celebration. Further information may be obtained from the American Child Health Association, 450 Seventh Avenue, New York City.

MUCH TO BE THANKFUL FOR

EDUCATION recently had two things to be thankful for: First, that the earthquake in southern California occurred after school had been dismissed. Second, that the national bank holiday occurred the week after the department of superintendence convention.

Day Dreams

THIS very day—all by myself,
I went to shop downtown,
And vague and pleasant were my thoughts
Upon a grey-green gown.

"Yes, greenish-grey, to match my eyes,"
I said, " 'twill have to be,
So people seeing it will think
Of April, and the sea.

"And bits of turquoise set in sparkling
Silver for my ears,
I'll wear on misty nights when glistening
Rain-drops fall—like tears.

"And etched against the cloudy light
I scarce will seem to live,
And finding me thus, you will weep
And beg me to forgive."

AGNES GILL

Agnes Gill, of Washington, D. C., studied for two years at St. Mary's Seminary before going to Central High School. She was graduated in February, 1932, and is now studying at the Corcoran Art School. Her other interests besides poetry are music, art, and drama. Her father, De Lancey Gill, is an ethnologist and head of the illustration department of the Smithsonian Institution. He is also a professional artist.

College on \$5 Per Week

Iowa State lowers the cost of higher education

HUNDREDS of our Iowa State College students are earning their entire way through college. One son of a former graduate to-day is living in a home-made house on wheels, eating home grown foods. Another is meeting his expenses by peddling his father's sorghum. Another has but 60 hard-earned dollars to get through two quarters, but he is in the upper section of his class scholastically. A freshman, with no money at all, has a few butchered hogs to sell, and a plucky cowboy from South Dakota raised and drove a herd of steers to market to get funds for his education.

What of the cooperative living scheme in our institution? At the present time about 40 small groups of men are living in simply-furnished inexpensive apartments where the actual cash cost of living is reduced to a minimum. Supplies of food that would bring a mere pittance on the market and are not missed in the home larder are brought or sent to these men who have "gone domestic" while preparing for future living.

Ten cents per meal

From the earliest days all Iowa State women have lived in college residence halls, in sorority houses, in their own homes, or in faculty homes. In the latter they earn their board and room by giving in exchange 25 hours of work per week. One hundred women are now supporting themselves, for the major part, in this way.

One hundred and sixty-eight women are living in cooperative halls. The first experiment was made in a campus residence caring for 21 girls. The scheme worked so well that one of the larger halls housing 65 women was opened on the cooperative basis. For the first two years the girls did all the work in the hall under the supervision of a housemother who was familiar with large quantity food buying and preparation. By the fall of 1931 it seemed expedient to open another cooperative hall housing 100 women. A trained dietitian was then employed to supervise the girls' work in committee appointments, food selections, meal planning and keeping within the budget. The cost of board in the girls' cooperative halls has varied with the cost of raw foods. At the present time it is \$2.15 per week for 20

By MADGE I. McGLADE*

meals. Sunday night supper is not served.

Iowa State's cooperative halls are of the best. They are splendid fireproof buildings. The majority of them rent for \$32 per girl per quarter. Some few rooms are \$25 per quarter. This low cost of living is possible because everyone works. The scheme grew out of the need to furnish pleasant, dignified employment to girls who were not able to meet the regular college expenses.

One hour per day

A group of approximately 65 girls seems to work out to the best advantage in this cooperative living scheme. From this number eight working groups are organized. Two committees have charge of the cleaning and dusting of the halls, stairways, bathrooms and living rooms; 2 groups prepare breakfast and luncheon; 2 have charge of dinner, and 2 groups are on "leisure duty." Each group is responsible for one duty for a period of a week. Chairmen are chosen from the older girls who serve for six weeks. They are held responsible for the efficiency of their committees.

Breakfast is served at 6.45, so that the girls who must prepare breakfast should be stirring by 6 o'clock. Morning classes are from 8 to 11.50. Usually two or three members of the cooking committee are free at 11 o'clock to prepare luncheon which is served at 12.05. Dishes must be washed, but the girls are off to classes again at 1 o'clock. Dinner committees start work about 4.30. Dinner is served at 6 o'clock and the "cooks" are usually in the recreation room by 7 o'clock. Time spent on household duties averages about one hour a day.

In 1932 a cooperative hall for men was opened. It has met with splendid suc-

Poor as the proverbial church mouse are many college students to-day. How one institution, Iowa State College, fosters the student self-help plan, and how the college's cooperative living system is helping needy students keep down expenses, is told in the following article requested for SCHOOL LIFE readers.—Editor.

cess, with 63 residents. The cost is but \$3 per week for foods. Room rent was reduced \$2 per week on account of the type of hall used. A woman cook is employed for the men, but all other work is performed by them on the committee plan. The same dietitian serves three halls. Budgets include her salary as well as that of the cook in the men's cooperative hall.

Cooperative hall residents have the same social life as that enjoyed in other halls—dances, teas, guests for dinner, and extra-curricular activities. At the end of the past fall quarter, out of the first four places in hall scholarship rankings, the cooperative group held first, second, and fourth places.

During the past winter one of the college sororities undertook cooperative living. House expenses were thus greatly reduced, and fewer members will be forced to leave the sorority because of high living costs. Members feel a closer fellowship. This same splendid feeling predominates in our four cooperative homes.

\$1 OR LESS

ONE HUNDRED \$1 BOOKS which librarians can secure at discounts ranging from one-fourth to one-third of the total price have been selected by the Massachusetts Division of Public Libraries. To order books in quantity, librarians wishing to avail themselves of discounts indicated are advised to get the names of jobbers from their own State library agencies. Those buying in small quantities can purchase either direct from the publishers or through their local dealers. The lists of dollar books and 75-cent copyrights available may be obtained from these publishers: Garden City Publishing Co., Garden City, Long Island, N. Y.; Century Company, 353 Fourth Avenue, New York City; Robert M. McBride and Co., 7 West Sixteenth Street., New York City; Houghton Mifflin Co., 386 Fourth Avenue., New York City; Grosset and Dunlap, 1140 Broadway, New York City; A. L. Burt, 114-120 E. Twenty-third Street., New York City.

★

A CONFERENCE of the educational status of the 4 and 5 year-old child will be held at Teachers College, Columbia University, April 21 and 22, under the auspices of the department of nursery school, kindergarten, and first grade education.

* Director of Housing, Iowa State College.

On the School Crisis

THE OFFICE of Education has been making every effort during the past few months to give school people facts useful to them in this time of emergency—information to help them maintain their schools. These crisis facts have been disseminated in many ways, but mainly through *SCHOOL LIFE*, and bulletins, circulars, news releases, and miscellaneous mimeographed announcements. For the convenience of our readers we list below practically all of the material issued by the Office of Education on the crisis in education, or pertinent thereto. *SCHOOL LIFE* will continue to report school-crisis facts and publications.

Circulars (single copies free):

- No. 58. The Economic Outlook in Higher Education for 1932-1933. 18 pp.
- No. 59. Selected and Annotated Bibliography on School Attendance, School Census and Related Topics, 1900-1932. 38 pp.
- No. 60. Textbooks for Public-School Children. 15 pp.
- No. 61. The Social-Economic Survey as a Basis for an Educational Survey. 10 pp.
- No. 65. Safety and Health of the School Child: A Self Survey of School Conditions. 29 pp.
- No. 73. Per Capita Costs in City Schools, 1931-1932. 10 pp.
- No. 79. Some Effects of the Economic Situation on City Schools. 16 pp.
- No. 80. Some Effects of the Economic Situation on Rural Schools. 18 pp.

SCHOOL LIFE articles:

October, 1932

Tell the People Significant Facts About Their Schools.
Status of the States (Kindergartens).
"Rain Checks" on Diplomas.
Schools and the Social Upheaval.

November, 1932

Status of the States (School Term Length).

December, 1932

Education's Losses and Gains.
How Rural Schools Have Been Hit.
Long or Short Terms?
Colleges: Samaritans in a Crisis.
Three Taxpayers.
R. F. C. and the Schools.
Status of the States (Free Textbooks).

January, 1933

Labor Supports Schools.
When State Superintendents Met.
Machines Without Men.
Status of the States (One-Room Schools).
Schools Abroad: How They Fare in the Depression.

President Calls Citizens to Confer on Crisis in Education.

February, 1933

Conference on Crisis in Education.
The Forty Recommendations.
Delegates to the Conference.
School Crisis Facts.
Our 127,000 School Districts.
Why Business Needs Education.
Color of the Conference.
Junior Red Cross in the Emergency.
Negro Education in the Depression.
Schools Must Be Carried On.
Better Ways to Pay for Schools.

News Releases: Mimeographed—Free

The Current Situation in Education: Increased Responsibilities—Decreased Revenues. 28 pp. Free.
The Current Situation in the Public Schools. 2 pp. Mimeographed—Free.
College Salaries, 1932-33, 7 pp. Rotoprint Circular No. 67971. Single copies free.
Statistics of Colleges, 1931-32 (Preliminary) 20 pp. Rotoprint Circular No. 68294. Single copies free.
What Our Colleges and Universities are Doing to Maintain the Morale of the Unemployed. Mimeographed. No. 68203. Free.
National Survey of School Finance, January 23 and January 30.
Citizens' Conference Asks Priority for Education.
Higher Education's 1932-33 Budget.
100,000 Jobless Graduates Use "Rain Checks" on High School Diplomas.
City and Rural Schools Hit by Depression.
Many Colleges Samaritans in a Crisis.
Per Capita Cost of Public Education Drops 22 Per Cent.
School Crisis More Severe in U. S. Than in Foreign Countries.
10,000,000 More Pupils—Same Number Schools.

Bulletins

1932 No. 3, Status of Teachers and Principals Employed in Rural Schools of the United States. 10c.
1932 No. 15, Bibliography on School Finance, 1923-1931. (For National Survey of School Finance.) 20c.
1932 No. 16, Bibliography of Research Studies in Education, 1930-31. 50c.
1931 No. 20, Biennial Survey of Education in the United States, 1928-1930. Vol. 1, Paper Bound. 80c.
1933 No. 10, Vol. 1, Selected Bibliography (National Survey of the Education of Teachers). 15c.

"INTERPRETING EDUCATION"

WHAT ARE THE SCHOOLS DOING, and why? Are schools meeting the demands imposed upon them? To answer these questions and many others—to answer criticisms generally aimed at our modern educational system, Arthur H. Chamberlain, secretary, California Association for Education in Thrift and Conservation, recently wrote an 80-page monograph on "Interpreting Education." The publication is receiving favorable comment and approval.

In addition to discussing in separate chapters the emergency in education, examination of the school by critics, education and the new social order, community costs, present progress and future needs, Mr. Chamberlain lists in a concluding "Catechism on Education" 100 questions and answers. The monograph has been issued under the auspices of the California Association for Education in Thrift and Conservation.

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P. T. A.'S HELP

PARENT-TEACHER ASSOCIATIONS throughout the United States and State branches of the National Congress of Parents and Teachers are doing a great work in this time of emergency according to reports reaching the Federal Office of Education. Widely varied activities, ranging from feeding and clothing needy school children to mobilization of resources to keep schools from closing are revealed in these reports.

More detailed information concerning parent-teacher organization activities in the education crisis may be secured from the National Congress of Parents and Teachers, Washington, D. C.

50 Chickens

(Continued from p. 144)

have been receiving instruction from Ann Arbor. Most of them are children who never had an instrument in their hands before they began to learn at the loud speaker.

The lower picture shows Professor Maddy in the broadcasting room with the demonstration orchestra made up of University of Michigan student players. Looking out of the corner of his eye, he sees the scene shown in the upper illustration. Through a narrow slit of windows he watches a "control" class receiving their instruction from the loudspeaker. They can not see Professor Maddy although he can see them.

The control class is at exactly the same stage in learning as are hundreds of other classes throughout Michigan. By watching them out of the corner of his eye, the instructor can fix the pace of his lesson.

Training for Aviation Mechanics

VOCATIONAL Training for Aviation Mechanics," a bulletin just issued by the Federal Board for Vocational Education, will be of interest to superintendents of schools, school principals, vocational guidance counselors, directors and supervisors of vocational education, boys' clubs, glider

and model airplane clubs, and instructors and students of aviation mechanics courses.

This publication, the information for which was obtained from air transport organizations, aircraft manufacturers, aeronautical associations, engineers, the Aeronautics Branch of the Department of

Commerce, the Naval Aircraft Factory and vocational education authorities throughout the country, contains 283 pages and 173 illustrations. Included in it, also, are nine charts, six of which give up-to-date information on air transport and aircraft factory organization indicating the occupational possibilities for those interested in securing employment in some phase of aviation. It is pointed out, for instance, that aviation offers other opportunities than those directly connected with airplane operation.

One chapter discusses education for aviation, and emphasizes the value of general courses, vocational guidance courses, and vocational courses.

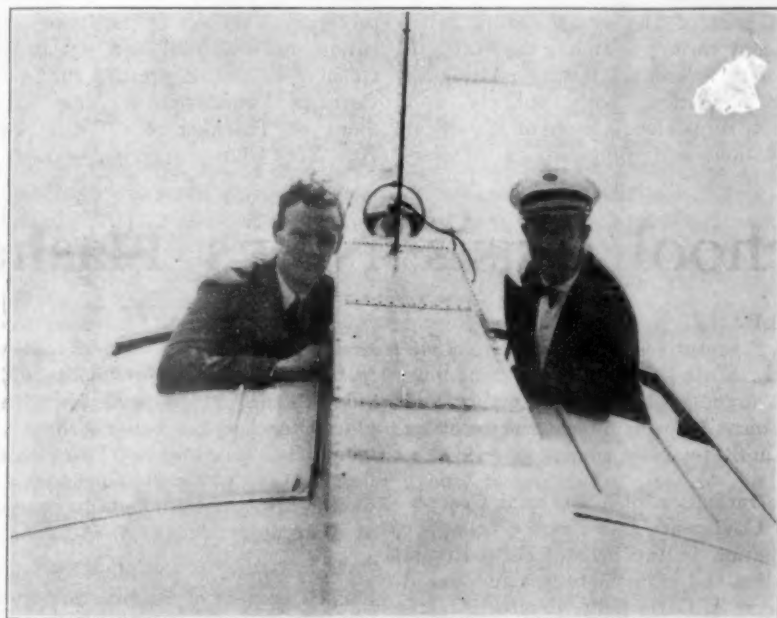
The major part of the publication is devoted to a discussion of training for aviation mechanics, and stresses the essentials for setting up and carrying on efficient training programs. Examples of efficient aviation courses carried on in public and private schools and by the United States Army are presented.

Copies of the bulletin may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at a cost of 35 cents. A discount of 25 per cent is allowed on quantity orders of 100 or more copies.

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TESTS IN SOCIAL STUDIES

CIRCULAR No. 71, Tests in the Social Studies, has been issued recently by the Office of Education. It contains a list of available tests in civics and government, economics, geography, history, and general tests in the social studies. Single copies are available free.



Courtesy Federal Board for Vocational Education

Charles E. Lindbergh and another aviator in a 50-passenger amphibian plane. Lindbergh's feats have all been based on definite information and skill, which a general aviation course may not have given him.

NON-THEATRICAL FILMS

A CHART listing new films just released, attached to nontheatrical film notes published by the Department of Commerce, now appears the last of each month. To receive this accurate Federal report of nontheatrical motion picture activities all over the world, school administrators and teachers may subscribe to a year's service by sending \$1 to the Bureau of Foreign and Domestic Commerce, Department of Commerce, Washington, D. C., asking for "Non-Theatrical Film Notes" and "Current Releases on Non-Theatrical Films."

SUMMER ROUNDUP MATERIAL READY

PARENT-TEACHER ASSOCIATIONS may secure from State congresses or from the National Congress of Parents and Teachers, Washington, D. C., material now ready for the 1933 Summer Roundup of Children. The summer roundup is a campaign to send to the entering grade of school a class of children free from remediable defects, and is promoted by thousands of parent-teacher associations each year.

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Questions and Answers

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How Can We Improve our School Budgeting and Accounting?

SINCE 1909 the United States Office of Education in cooperation with national committees on uniform records and reports has been working on this problem. These committees have been made up at times from representatives of the department of superintendence of the National Education Association, the National Association of Public School Business Officials, the National League of Compulsory Education Officials, the United States Bureau of the Census, and the United States Office of Education. The first report was made in 1912 and after being published by the National Education Association was reprinted as Bureau of Education Bulletin 1912, No. 3, Report of the Committee on Uniform Records and Reports. Since this had been out of print for some time and conditions were changing, a new committee was formed in 1924. Its full report was also published by the National

Education Association as Research Bulletin, Vol. V, No. 5, School Records and Reports, and was abridged and published as United States Bureau of Education Bulletin, 1928, No. 24, Report of Committees on Uniform Records and Reports.

The full report which can be obtained from the Association office at 1201 Sixteenth Street, NW., Washington, D. C., for 25 cents a copy, contains, on pages 325 and 346, a selected and annotated bibliography on school records and reports, and on pages 323 and 324, a list of commercial agencies that sell record systems.

The Government bulletin is still sent free from the Statistical Division, United States Office of Education, as is also Statistical Circular No. 10, which defines the items of statistics for public school systems that are used in report forms of the Office of Education.

—EMERY M. FOSTER.

Higher Education Inventory

HIGHER education in the United States, like other branches of education, is feeling keenly the effects of the present financial stringency.

For the purpose of rendering what services it can in the present emergency, the United States Office of Education has just completed a bulletin entitled, "The State and Higher Education," dealing with a number of fundamental questions confronting the States in solving problems of higher education.

The bulletin presents in Part I a description of the methods of control and the curricula offerings of institutions of higher education in the following 10 States: Colorado, Indiana, Kansas, Michigan, Oklahoma, South Carolina, South Dakota, Texas, Virginia, and Washington. Part II contains an analysis of the trend in the several States toward unified control of their State supported institutions. Part III deals with significant variations among the States in their support of higher education, student enrollments, migration of students and the like as related to their resources and to the proportion of their population of adult and of collegiate age.

In analyzing the control of higher education by the State the study includes privately supported as well as publicly supported institutions. A diversity of practices is found in both instances. The results indicate that 14 States have taken steps toward partial or complete unification of the control of State universities, colleges, and technical schools. Privately supported institutions of higher education are created through charters granted by the States. The study reveals a variety of legal provisions for chartering private institutions in the 10 States reviewed. While several State constitutions and statutes give legislatures the power to annul or modify charters of private institutions, two States make provision for direct supervision of them by State authority after they have received their charters. One State prohibits private institutions from granting degrees without the approval of the State board of education. In addition, information is given regarding the chartered organizations, whether denominational or nondenominational, controlling the various private institutions in each State together with details concerning their governing boards.

Of special interest are the outlines of the higher educational curricula available in the different States, which give the offerings for each publicly and privately supported institution. From this material

it is readily possible to discover the number of institutions in each State offering the same types of higher education, such as engineering, teacher training, and other specialized fields. Overlapping and duplication of curricula as between public institutions in the same State and as between public and private institutions may be ascertained from the outlines, thus suggesting the possibilities of reorganization into a state-wide and coordinated plan.

The part of the study dealing with significant variations among the States in some of the essential factors relating to higher education, both publicly and privately supported, is based on statistical compilations and computations. Differ-

ences in the higher educational tasks of the several States, financial ability to support higher education, support given to higher education, and accomplishments in higher education as shown by student enrollments per certain units of population and as measured by certain limited basic and derived data are contained in this section of the bulletin.

The bulletin was prepared by Fred J. Kelly, chief, and John H. McNeely, research assistant, division of colleges and professional schools of the Office of Education, and was published, due to lack of Office of Education printing funds, by the Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York City.

School Crisis News Flashes

ALBANY, N. Y., Feb. 12.—Representatives of the teachers of the State indicated to-day that they would urge the adoption of luxury and amusement taxes as a means of escaping a cut in State aid to education.—*A. P.*

The formation of a National Occupational Conference as a clearing house for information in the field of occupational education and adjustment was announced by Morse A. Cartwright, director, American Association for Adult Education.—*New York Evening Post.*

In an effort to reduce living expenses for students in the University of Missouri, President Walter Williams has named a special committee to aid in finding practical solutions to the problem.—*New York Times, March 5.*

White Plains, N. Y., March 5. Headline: Emergency College Invites Students. Westchester Project of State School Board to Provide Free Day Courses.—*New York Times.*

Nashville, Tenn., March 7.—The House voted to-day to cut the salary of the President of the University of Tennessee from \$7,500 to \$3,000 a year and to reduce sharply salaries of heads of other educational institutions.—*A. P.*

Headline: School Board Backs Ban on Multiple Jobs.—*New York Times, March 9.*

Cumberland, Md., March 12.—Teachers in public schools of Allegany County have voluntarily decided to take a salary cut of 10 per cent for a period of two years.—*Baltimore Sun.*

New York, March 12.—Four free college centers for the unemployed which will enroll about 1,500 students and provide work at \$15 a week for 86 unemployed teachers are being formed. Centers in Buffalo, Albany, White Plains, and Garden City will give courses on a basis which will permit students to have credit at State universities.—*A. P.*

Alabama.—The president of the Alabama Congress of Parents and Teachers joined with presidents of five other organizations in calling upon the governor to request a special 5-day legislative session to formulate plans for paying teachers and keeping schools open.

Idaho.—School situation made a major issue at all district parent-teacher conferences; publicity given State education association bill; radio used to urge maintenance of present status; public addresses.

Maine.—Form letter mailed to each parent-teacher unit and to every superintendent in the State. "Flyers" sent to local parent-teacher association presidents to arouse sentiment in favor of schools. Radio talks have been given by State parent-teacher president.

Nebraska.—Letters have been sent by parent-teacher organizations to all members of the State legislature. (Sent to their homes two weeks before first legislature session.)

Virginia.—Each local parent-teacher association president notified of the present situation of schools in Virginia by State superintendent. Citizens' meetings urged to discuss maintenance of the schools.

25 Educational Aims

of universities and colleges in the United States

By W. E. PEIK*

ONE PHASE of the National Survey of the Education of Teachers was an effort to ascertain the relative emphasis which presidents of universities, colleges of liberal arts, junior colleges, and teachers colleges believe their institutions are giving to certain objectives of higher education.¹ Twenty-five aims derived from various sources, but more largely adapted from an earlier study by Koos and Crawford,² were sent to all presidents of institutions which had agreed to cooperate in the survey. They checked in appropriate columns, (1) aims directly and specifically provided for throughout the institution, (2) aims directly and specifically provided for in some department, (3) aims indirectly or incidentally provided for, and (4) those which were not considered.

Four hundred forty-six presidents responded. Their composite reactions are presented in Figure 1, separately by types of institutions. The statements themselves are listed in rank order of their emphasis by all institutions together. An arbitrary method of securing a single index to general institutional emphasis was employed by multiplying the percentage reporting that the first level of emphasis by three, the second by two, the third by one, and the last by zero. The sum of these products supplied a rough, not an accurate, measure called the index to emphasis. This index has a minimum value of zero or a maximum value of 300. Positions between zero and 300 on the scale indicate roughly the relative emphasis. Positions of 53 universities (U), 191 colleges of liberal arts (C), and 57 junior colleges (J) are indicated on the scale for each aim. The position of 145 teachers colleges and normal schools (T), which are devoted almost exclusively to the education of teachers, is also indicated for comparison.

Aims in order of emphasis

It is apparent that intellectual objectives take first rank; the four most emphasized objectives are: (1) Knowledge of subject matter particularly in a special field, (2) a liberal education, (3) command of the fundamental proc-

esses involved in the tools of oral and written English, and (4) attainment of scholarly and scientific attitudes. All of them have paramount importance in the education of teachers. These four more or less intellectual aims are followed closely by the aim to provide ethical and moral training in order to assure proper judgments in terms of high individual and social ideals. This objective ranks higher with the colleges of liberal arts, with which it is third, than with the universities with which it is seventeenth, or with the teachers colleges with which it is twelfth. Yet the ethical aim is of importance in the education of teachers, who as a group should be characterized by superiority in ideals.

Sixth in order is the specific provision for the education of teachers in the knowledge, skills, and traits involved in differentiated curricula for prospective teachers. The placing of teacher education among the more emphasized aims is not surprising when it is recalled that 45 per cent of the graduates of liberal arts colleges, according to studies by Meyer³ and Withers,⁴ plan to be teachers and that 40 per cent of 840,000 elementary and secondary teachers and a large majority of 80,000 instructors of higher education, according to data recently tabulated by the survey, are furnished by universities, colleges, and junior colleges. This objective ranks first with teachers colleges.

The seven foremost objectives may then be classified as having been intellectual, cultural, ethical, preprofessional, and professional. These are followed by the aim to provide for physical efficiency through life, and religious training.

The first nine objectives are so specifically provided for that they rate above 200 on the scale.

The next ten aims did not receive such outstanding emphasis. They are: (10) Attention to individual differences in the interests, aptitudes, and abilities of students; (11) civic-social responsibility; (12) provision for the cultural development of prospective teachers by uncovering and guiding the latent talents of the students; (13) training for social leadership; (14) training in scientific techniques; (15) training for the more practical

life needs; (16) specific or professional and technical training to promote vocational efficiency; (17) conserving the race experience of mankind; (18) coordination or integration of the major fields of knowledge and experience; and (19) training for worthy home membership.

In this last group the universities make such stronger provision for training students in scientific techniques and providing specific professional and technical training to promote vocational efficiency as to place these among their own first eight aims. In junior colleges they stood in nineteenth and twentieth place, respectively. The latter aim, limited to education, is also higher in teachers colleges. Otherwise the differences in rank among universities, colleges, and junior colleges were not outstanding.

One significant observation should be made here. Although the provision of a liberal education ranks second among all objectives, the closely related aim of coordination or integration of the major fields of knowledge and experience, such as health, economic life, citizenship, home and family relationships, leisure, etc., is decidedly below average status.

Aims ranking low

The six aims ranking lowest are: Training for the wise use of leisure throughout life; education in manners—the acquaintance with established forms of etiquette; mental discipline; productive research by faculty; the education of graduate students to the master's degree level; and the education of graduate students to the doctor's degree level.

To the education of graduate students to master's degree level and to research, the university gives fifth and eleventh place, respectively. Graduate work is not strongly stressed outside of the universities. Survey data show that 98 per cent of universities but only 33 per cent of colleges report the award of master's degrees, and that 44 per cent of universities and only 5 per cent of colleges report the award of doctor's degrees.

Mental discipline which in the earlier study by Koos and Crawford⁵ ranked second in statements about college aims in literature printed from 1842 to 1876 and tied for first place in literature printed from 1909 to 1921, fell to third from last place among those here considered.

It is not possible to base sweeping generalizations upon this picture of the

(Turn to p. 156)

¹ Dr. E. U. Rugg, of Colorado State Teachers College, has made a parallel study of the aims and objectives of teachers colleges, which will appear in full in the final report of the National Survey of the Education of Teachers.

² Koos, Leonard V. and Crawford, C. C. *College Aims, Past and Present*. School and Society, XIV, No. 362, Dec. 3, 1921. Pp. 490-500.

³ Principal Specialist in Curriculum Research, National Survey of the Education of Teachers, and Associate Professor of Education, University of Minnesota.

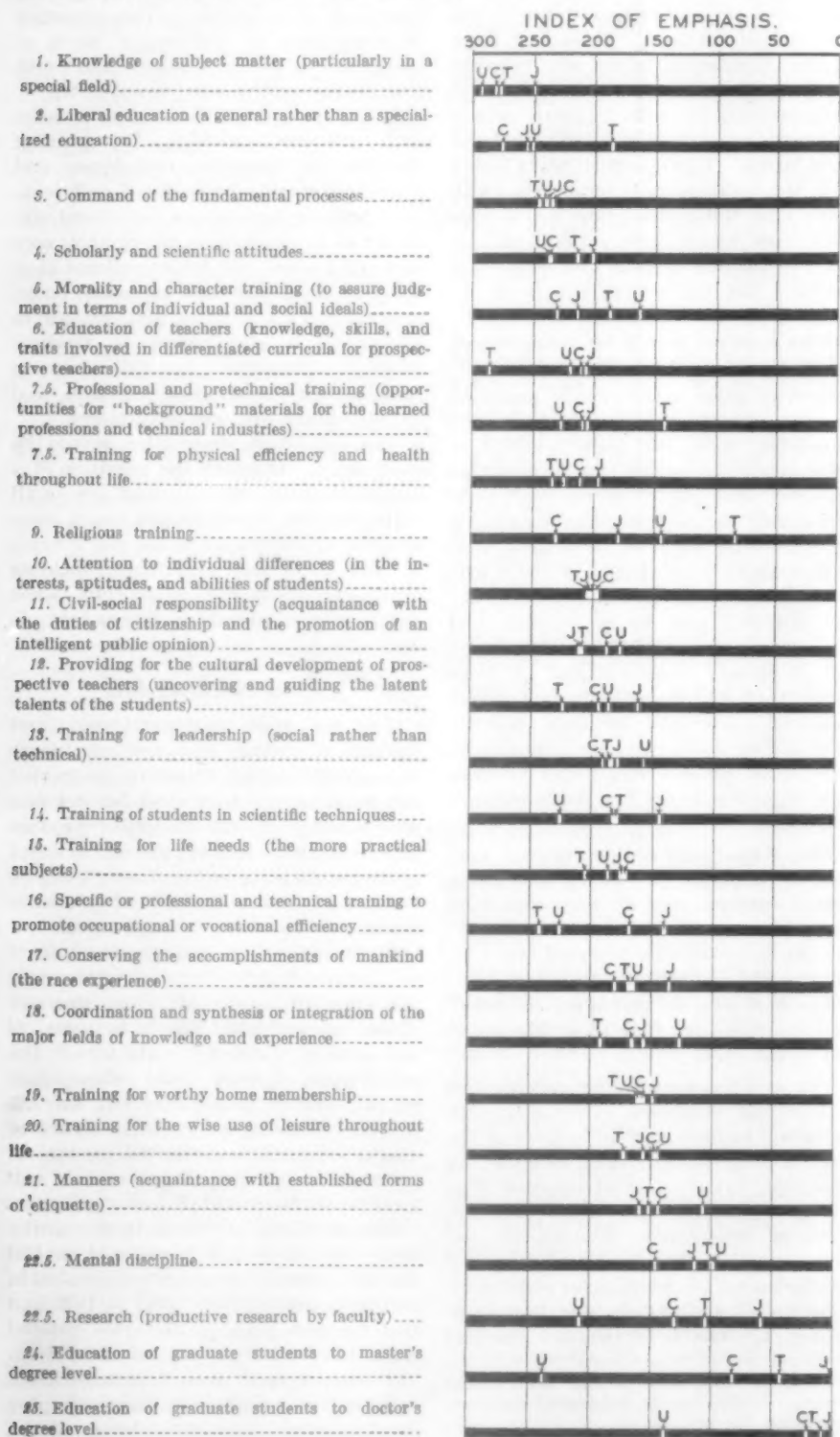
⁴ Meyer, Jacob G. *Small Colleges and Teacher Training*. Public School Publishing Company, Bloomington, Ill., 1928, 162 p.

⁵ Withers, John W., chairman, Committee on Teacher Training. *The Arts College as a Teacher Training Institution*. The Seventh Yearbook, 1929, Department of Superintendence, Part V, pp. 450-464.

⁵ Op. cit., p. 500.

Index to Emphasis on Aims

THE RELATIVE emphasis given to each of 25 aims of higher education in 53 universities (U), 191 colleges (C), 59 junior colleges (J), and 145 teachers colleges (T) based upon the percentages of replies of presidents indicating whether each aim was (1) directly and specifically provided for throughout the institution, (2) directly and specifically provided for in some departments, (3) indirectly or incidentally provided for, or (4) not considered.



(Continued from p. 155)

aims of higher institutions because the figure presents only a rough scheme to objectify the relative specific emphases. It does appear, however, that many important aims are directly provided for either throughout or in part by most institutions. The problem lies more with that smaller minority of schools which did not provide or which provided incidentally only that which most institutions provided for directly.

A number of observations can be made. Subject matter aims for the most part head the list. Is not subject-matter mastery a means to the more functional aims even of higher education? Should not the functional aims have outranked them?

The data do seem to indicate that provision for integration and synthesis of education, for taking care of individual differences, training for civic-social responsibility, for leadership, for worthy home membership, for wise use of leisure, and possibly training in manners, are cultural and functional aims that were often not considered at all or left to be incidental—or accidental.

Certain objectives of higher education which relate to the more effective functioning of the college graduate in the world to-day are being emphasized more and more. For teachers, the attainment of accurate scholarship must never be relinquished; it is their stock in trade. However, as guides of childhood, youth, and adolescence in their developmental stages, teachers need to be broad in point of view, sensitive to problems of to-day, accurate in knowledge, and stimulating in thought. For a program which includes all these, the modern college and university have facilities. Moreover, they show promising trends in this direction. Never has more thought and experimentation been given to curriculum problems than is occurring in the best of these institutions now.

(Continued in next issue)

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COLLEGE SCHOLARSHIPS

THIRTY-FIVE TUITION SCHOLARSHIPS for the academic year 1933-34 to selected graduates, boys and girls, of accredited high schools and junior colleges in the United States, will be awarded by the University of Southern California. Selections will be made from applicants who have attended high schools having an enrollment of 100 pupils or more and from junior colleges, and will be made on the basis of a careful analysis of scholarship record, personality record, school citizenship record and educational promise. For further information address: Dr. Frank C. Touton, vice president, University of Southern California, University Park, Los Angeles, Calif.

The Herald's Horn

By CLINE M. KOON*

SCHOOL BROADCASTING is the title of the world survey made by the International Institute of Intellectual Cooperation under the auspices of the League of Nations. This report, which presents a comprehensive picture of school broadcasting, may be purchased from The World Peace Foundation, 40 Mount Vernon Street, Boston, Mass.

TWENTY-SEVEN Rochester and three suburban schools are using radio lessons in natural science, social studies, and elementary geography. These radio lessons are being prepared under the supervision of Miss Laura MacGregor, director of curriculum research, Rochester public schools, Rochester, N. Y.

THE Pittsburgh Musical Institute, one of the first educational institutions in the entire world to broadcast regularly, is still on the air, over radio station WWSW, Pittsburgh, Pa. Series of sonatas, historical organ recitals, and talks on the structure of music are broadcast weekly.

ALMOST from the beginning of broadcasting, the University of Chicago has been on the air. At the present time, the following weekly schedule of programs is being broadcast:

Sunday

10.30 a. m.¹ Organ recital—Frederick Marriott. WMAQ.
11.00 a. m. Religious service. WMAQ.
2.30 p. m. The University of Chicago Round Table. WMAQ.

Monday

11.00 a. m. Intermediate Spanish—Prof. Carlos Castillo. WMAQ.
6.45 p. m. Lecture. WJJD.

Tuesday

11.00 a. m. The Expansion of Europe in the Twentieth Century—Prof. Arthur P. Scott. WMAQ.
12.00 noon. Readings of Good Literature—Prof. Bertram G. Nelson. WJJD.
2.30 p. m. Marching Events—Prof. Harry D. Gideonse. WMAQ.
6.45 p. m. Lecture. WJJD.

Wednesday

11.00 p. m. The Expansion of Europe in the Twentieth Century—Prof. Arthur P. Scott. WMAQ.

¹ Central standard time.

* Specialist in education by radio, Office of Education, U. S. Department of the Interior.

Radio Broadcasting Courses

SEVENTEEN COURSES in radio broadcasting and program building are being offered in colleges and universities of the United States, according to incomplete returns to an inquiry sent out recently by the Federal Office of Education. More than 50 other institutions of higher learning, which do not offer formal courses in this field, report that they provide some instruction in broadcasting in connection with other courses or to voluntary groups. Brief descriptions of courses offered follow:

BOB JONES COLLEGE, Lynn Haven, Fla.

Program Building and Radio Technique

The planning of radio programs, the writing of continuity, announcing, diction, program rehearsing, directing, etc. Regular school year.

CHICAGO MUSICAL COLLEGE, Chicago, Ill.

Radio Broadcasting Course

[Especially designed for teachers and singers]

Radio broadcasting with its tremendous possibilities has in the last few years attracted the serious attention of but comparatively a small number of musicians. This new field, which has supplanted to a large extent the concert, lyceum, chautauqua, and phonograph, is as yet untouched by the musical profession.

While, as yet, broadcasting is in its infancy and its ultimate possibilities can not be hazarded by even those

who blaze the trail, there are definite principles now perfected without which the most finished artist can not hope to give finished radio performances.

Teachers must acquaint themselves with the special technique required for this type of performance that they may in turn give their pupils assurance of preparation for this new field. Regular school year.

CINCINNATI COLLEGE OF MUSIC, Cincinnati, Ohio.

Public Speaking

Special stress on the training of radio announcers and artists. Regular school year.

KANSAS CITY-HORNER CONSERVATORY, Kansas City, Mo.

Radio

The radio has become an important medium for the dissemination of music and entertainment. Classes in radio broadcasting are conducted at the conservatory. Frequent opportunities for radio appearances are provided for students who are qualified so to perform. Regular school year and summer.

KANSAS STATE COLLEGE OF AGRICULTURE AND APPLIED SCIENCE, Manhattan, Kans.

Radio Speaking and Announcing

The essentials of radio speaking—voice, preparation of material for broadcast, announcing, and customary studio regulations. Offered by the department of public speaking in conjunction with the staff of the college radio station. The equipment of the college broadcasting station will be used for laboratory work. Regular school year.

The Radio Program

Prerequisite: Radio speaking and announcing. Analysis of program types, with particular attention to educational, dramatic, and advertising programs; experience in the planning of programs and in the construction and presentation of original features. Regular school year.

MUNICIPAL UNIVERSITY OF OMAHA, Omaha, Nebr.

Radio Broadcasting and Program Building

A general survey of the field of radio programs and an analysis and classification of programs, and a general technique of broadcasting. Programs will be classified and studied. Students will be encouraged to create different types of radio programs for educational, recreational and advertising purposes. Regular school year.

Radio Broadcasting

A survey course which acquaints the student with the problems and practices of modern radio broadcasting, giving special consideration to the following phases of the industry: Music, specialized music, the announcer, special events, radio chains, writing for the radio, producing, the commercial department, radio speech, engineering, specialized audiences, radio actress, and radio dramatics. Regular school year.

NEW YORK UNIVERSITY, New York, N. Y. University Extension Division.

Radio Speaking

Preparation for speaking over the radio. The course includes composition and delivery of radio talks, the

12.00 noon. Readings of Good Literature—Prof. Bertram G. Nelson. WJJD.
6.45 p. m. Lecture. WJJD.

Thursday

11.00 a. m. The Expansion of Europe in the Twentieth Century—Prof. Arthur P. Scott. WMAQ.
12.00 noon. Readings of Good Literature—Prof. Bertram G. Nelson. WJJD.
6.45 p. m. Lecture. WJJD.

Friday

11.00 a. m. The Expansion of Europe in the Twentieth Century—Prof. Arthur P. Scott. WMAQ.
12.00 noon. Readings of Good Literature—Prof. Bertram G. Nelson. WJJD.
6.45 p. m. Lecture. WJJD.

Saturday

8.30 a. m. News from the Quadrangles—William V. Morgenstern. WMAQ.
9.00 a. m. The Professor at the Breakfast Table. WMAQ.
12.00 noon. Elementary German—Prof. William Kurath. WJJD.
12.15 p. m. Elementary French—Prof. Leon P. Smith. WJJD.

use of the voice in radio speaking, the standards of pronunciation, microphone technique, and all of the finer points of difference between radio and platform speaking. Members of the class throughout use actual radio equipment, broadcasting speeches from the studio to the classroom, and from the classroom to the studio. In addition the more proficient students may have the actual experience of broadcasting over one of the local stations. It is advisable, though not necessary, that applicants for this course have had or take at the same time elementary public speaking. Regular school year.

PASADENA JUNIOR COLLEGE, Pasadena, Calif.

Radio Speaking

Includes ear-training, speech training, bodily poise and control, training in voice placement and breathing for artistic speaking, articulation, enunciation, phonetics, vocabulary building; the relation of the customer, announcer, and listener in advertising continuities, the composition of continuities, and practice of speaking into the microphone. Regular school year.

STATE UNIVERSITY OF IOWA, Iowa City, Iowa.

Speech in Radio Broadcasting

Problems in speaking over the radio: Voice, diction, broadcasting of plays, announcing. Open to juniors and seniors. Regular school year.

UNIVERSITY OF AKRON, Akron, Ohio.

Radio Speaking

This course is taught four times during the year. It is a general course in the field of radio. Included in it is a study of (and then microphone practice of) announcing, advertising, public speaking, acting, program building, continuity writing, voice training and interpretation, education, and the writing, or cutting and adapting of radio drama. The class broadcasts a 30-minute play each week over WADC, local station. Regular school year.

UNIVERSITY OF SOUTH DAKOTA, Vermillion, S. Dak.

Radio Broadcasting

The essentials of radio speaking, writing, acting, and singing. Planning of programs and practical broadcasting experience over station KUSD. Regular school year.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, Calif.

Radio Speech

Theory and practice of radio broadcasting as distinguished from platform speaking. Review of experimental work done in the laboratory of the University of Wisconsin and elsewhere. Class practice with the audition system. Summer.

Radio Broadcasting

A practical course in preparation for radio broadcasting. Voice placement, diction, natural intonations. Frequent radio tests. Broadcasting of plays, poetry, and speeches. Regular school year.

UNIVERSITY OF WISCONSIN, Madison, Wis.

Radio Speaking

Instruction in the preparation of continuity and its presentation over the radio. Regular school year. Summer.

SYRACUSE UNIVERSITY, Syracuse, N. Y.

Radio Technique

This course undertakes the study of radio programs by examining the types of attention the listeners give, the limits of his attention, and the general reaction of

the listener to various radio programs. The class undertakes this study through first-hand examination of controlled areas in Syracuse and vicinity and later checks these results with the published material on this problem. Later in the semester the principles of radio speaking are studied. This study includes voice exercises for speaking, reading with proper pause, stress and intonation, and exercises in extemporaneous speaking and impromptu reading. The course thus analyzes what the listener expects, and attempts to fulfill this need by the study of program speaking and announcing. Regular year. —CLINE M. KOON.

FOR SCHOOL ADMINISTRATORS

AN EXHIBIT BOOK containing samples of permanent and cumulative record forms used by various school systems of the United States is available for use by school administrators and others who are developing such forms for use in their school systems. The Office of Education will lend this book on request.



Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N. Y.

By SABRA W. VOUGHT

Librarian, Office of Education

“RESEARCH should quit racing the engine” says George H. Betts, professor of education and director of educational research of Northwestern University, writing in *Educational Trends* for January. He believes that educational research “should spend more time in helping to solve concrete situations and less time in hunting for sure-fire problems that will look well in statistical tables and complicated graphs.”

In *Educational Method* for February appears an article by Bess Goodykoontz, assistant commissioner of education, on the subject of supervision. The scope of the article is explained by the title “The integration of the activities of various supervisors dealing with the same groups of teachers.”

A recent bulletin of the University of the State of New York outlines the methods by which the teacher may meet and study the ever-present problem of the maladjusted pupil. Frederick L. Patry, New York State Education Department psychiatrist, addresses “teachers and teachers in training” in his study entitled “Methodology in the formulation of mental hygiene case studies.”

“There has never been a time when a period of fifty years meant as much change as it does today.” This is the closing sentence of an article in *School* for February 16. Commissioner of Education, William John Cooper, writing on “The Course of Study in 1950” points out the changes that must be made, not only in the curricula but in the methods of living in order to keep pace.

How children are to be “conditioned” by the school under the régime of Technocracy in the year 1950 is vividly and humorously portrayed in the *National Elementary Principal* for February. Ichabod Crane “a credulous schoolmaster and a typical yokel” returns to recount his experience with the modern school under the title “Technocracy.”

Eli C. Foster, Central High School, Tulsa, Okla., has written an interesting article on nonathletic organizations, which is published in the *High School Teacher* for March. He describes programs of several organizations including those that have been curricularized and meet in regular class periods, and those that meet after school or during the home-room period.

The *Jewish Teacher*, a quarterly magazine for Jewish religious schools, issued its first number in January. It is published in mimeographed form at the Merchants Building, Cincinnati, Ohio. Its aim is to keep in touch with what is going on in the field of education, and to give practical suggestions to the classroom teacher.

An account of New College which opened last fall as a professional undergraduate and coeducational unit of Columbia University, appears in *Columbia Alumni News* for March 10. New College is devoted entirely to the training of those who plan to teach in elementary, nursery, and secondary schools. Dr. Thomas Alexander is the founder and director of this experimental college in which 143 students are enrolled for the first year.

New Government Aids for Teachers

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Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

Publications

United States Earthquakes, 1931. 27 p., illus. (Coast and Geodetic Survey, Series No. 553.) 5¢.

Summary of earthquake activity in the various States and outlying parts of the United States. (Geology; Seismography; Geography)

Public Health Education—The Functions of the University and of the Private Foundation. 16 p. (Public Health Service, Reprint No. 1550.) 5¢.

Under university functions are listed (1) Research and investigation; (2) Training of public health personnel; (3) Special and general informational courses in hygiene and public health; and (4) Student health service. Under the functions of nonofficial health agencies are discussed (1) Private foundations; (2) Voluntary health organizations; and (3) Insurance companies and commercial firms. (Health education; Sociology)

Leather in the British Empire—Production, Trade, and Raw Materials. 102 p., illus. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series—No. 140.) 10¢. (Economics; Geography; Commerce)

Usefulness of Birds on the Farm. 14 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1682.) 5¢.

A discussion of the general usefulness of birds in destroying insect pests on the farm, in the orchard, gardens, berry patches, etc., and of the essentials of bird attraction, such as the suppression of enemies and the provision of food, water, and nesting sites. (Agriculture; Ornithology; Nature study)

Administration of the Affairs of the Natives of Alaska. 11 p., multigraphed. (Department of the Interior, Office of Indian Affairs.) Free.

Report on the status of natives of Alaska, their population, distribution, and education. Administrative organization at Washington, D. C., Seattle, Wash., and Juneau, Alaska, is included, as well as reports on the six school districts of the Alaska School Service, the Medical Service, and the Reindeer Service. (Civics; Geography; Sociology; Education)

Extradition—Treaty Between the United States of America and Greece. 14 p. (Department of State, Treaty Series No. 855.) 5¢.

Text of treaty in both English and Greek.

Training Teachers in Supervised Farm Practice Methods—The Pre-employment Training of Teachers of Vocational Agriculture to Conduct Supervised Farm

Practice in All-day Schools. 125 p., illus. (Federal Board for Vocational Education, Bulletin 165, Agricultural Series No. 42.) 15¢ (Teacher training; Vocational education).

Cotton Production and Distribution, Season of 1931-32. 74 p., illus. (Department of Commerce, Bureau of the Census, Bulletin 169.) 10¢.

Mainly statistics.

Film strips

Information regarding the following film strips may be had by addressing the Office of Cooperative Extension Work, Department of Agriculture, Washington, D. C.:

Series No. 278. Some principles of breeding demonstrated with the herediscope (40 frames), illustrating the practical application of some of the fundamental laws of heredity which heretofore have been little understood by dairy cattle breeders.

Series No. 285. Livable living rooms (50 frames) illustrating the fundamental principles of home decoration and demonstrating that homes may be attractive without great expense.



Courtesy Department of Agriculture

The Farmers' Friend. See Reference: "Usefulness of Birds on the Farm."

Maps

Standard Time Zones of the United States and Adjacent Parts of Canada and Mexico. 28 by 17½ inches. (Bureau of Standards, Miscellaneous Publication No. 111.) 10¢.

The United States Geological Survey has published the following maps of the United States:

A wall map, 55 by 85 inches, in two sheets, on a scale of 37 miles to 1 inch, without contours, showing coal fields. Price, \$1; if included in wholesale orders, 60 cents.

A wall map, 49 by 76 inches, in two sheets, on a scale of 40 miles to 1 inch, either with or without contours. Price, 60 cents; if included in wholesale orders, 36 cents.

A wall map, same size and scale as preceding map, without contours, showing producing coal districts. Price, 75 cents; if included in wholesale orders, 45 cents.

A wall map, same size and scale as two preceding maps, without contours, showing oil and gas fields. Price, \$1; if included in wholesale orders, 60 cents.

A wall map, 40 by 62 inches, on a scale of 50 miles to 1 inch, on which is indicated by depth of brown and blue colors the relative height of the land and the depth of the sea. The position of the principal cities and the boundaries of the States are shown. Price, 75 cents; in lots of 10 or more, 50 cents.

A map, 18 by 28 inches, on a scale of 110 miles to 1 inch, either with or without contours. Price, 15 cents; if included in wholesale orders, 9 cents.

A relief or hypsometric map (one showing heights of mountains with reference to the sea level), same size, scale, and price as preceding map; altitudes indicated by colors.

A base map, 11 by 16 inches, on a scale of 190 miles to 1 inch. Price, 5 cents; if included in wholesale orders, 3 cents.

A base map, 8½ by 12 inches, on a scale of 260 miles to 1 inch. Price, 1 cent; if included in wholesale orders, five for 3 cents.

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